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ABSTRACT

This paper attempts to define globalization based on the literature highlighting its major facets. By discussing the spread of English and motives for this kind of spread, the paper outlines some of the impacts the language of globalization has had on different societies/cultures and the kind of reactions this language has generated among different cultures. It contends that the spread of English as the language of globalization cannot be fully understood without realization of the hegemonic and imperialistic nature of English. It also shows that English is unilateral in vision and forms a real threat to other languages and cultures. However, it claims that despite the hegemonic and imperialistic nature of English, it is still badly needed in the Arab world for the purposes of communicating with the world, education, acquiring technology, and development at large. To teach English as a language of globalization, it is necessary to change older, more traditional methods of language instruction. It is important to solidify teaching of the native language, empower learners to have more self-confidence through learning English, teach the language as a foreign, rather than second language, and make changes in the curriculum in response to the needs of the learner and society. Shifts of emphasis have to be made in the teaching of language skills, specifically those within reading and writing. (Contains 65 references.) (SM)

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Globalization And EFL/ESL Pedagogy in the Arab World

ED 479 810

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ABSTRACT

Globalization and EFL/ESL Pedagogy in the Arab World

Muhammad Raji Zughoul

The writer attempts to approximate a definition of globalization based on the literature of this phenomena highlighting its major facets. Then, through a discussion of the spread of English and the motives for this kind of spread, the writer outlines some of the impacts the language of globalization has had on different societies/cultures and the kind of reactions this language has generated among different cultures. The spread of English as the language of globalization, it is contended, cannot be fully understood without the realization of the hegemonic, and imperialistic nature of English. It is also shown that that English is unilateral in vision and it forms a real threat to other languages and cultures.

Despite the hegemonic and imperialistic nature of English, it is still badly needed in the Arab world for the purposes of communicating with the world, education, acquisition of technology and development at large. Teaching English as a language of globalization necessitates changes in the older approaches for the teaching of the language. It necessitates solidifying the teaching of the native language, empowering the learner to have more self confidence through learning English, teaching the language as a foreign not a second language, and making changes in the curriculum to responds to the needs of the learner and the society. Shifts of emphasis have to be made in the teaching the language skills specially the language skills-specially in reading and writing.

Globalization and EFL/ESL Pedagogy in the Arab World

Muhammad Raji Zughoul

Globalization is a term which is, more often than not, used loosely and it means different things to different people. On one hand the term "globalization evokes fear of a superpower threatening to destroy local cultures, local languages, impose American values and ways of living and enslave people in a materialistic technological world. On the other, it represents a world full of promises of better opportunities, higher standards of living, expanding markets and democracy. Globalization may be both or either depending on who is talking about it. This may be partly because "globalization" is relatively a new concept and it has not had well defined borders and clear parameters. I will start this paper by attempting to look into a definition of globalization trying to show some of its major outlines specified by those who wrote about it. I would like to start with a definition proposed by Encyclopedia Encarta (2003). It maintains that

> Globalization, integration and democratization of the world's culture, economy, and infrastructure through transnational investment, rapid proliferation of communication and information technologies, and the impacts of free-market forces on local, regional and national economies.

For more in depth details about the different dimensions of the concept, the reader is referred to articles treating the seeds of globalization by going back to the impacts of the industrial revolution, the development of global culture, global distribution of resources, World government, cold war, United Nations, business, foreign trade, world trade, and the World Trade Organization and North American trade agreement. It also referred the reader to articles on technologies that "spurred" globalization in the second half of the 20th century. These technologies mainly include telecommunications, the internet, television, global positioning systems, communications satellites, electronic funds transfer, and the World Wide Web. Globalization has also had ecological and environmental impacts represented by global warming, deforestation, pollution, and endangered species.[2]

In treating , the development of global culture, Bodely (2003) discusses symbolic anthropology to introduce postmodern theories of culture which question whether an objective understanding of other cultures is at all possible. Postmodernists believe that people construct their culture in a continuous process similar to that of reading, writing and interpretation of text. All aspects of culture are, consequently, debatable including such cultural aspects taken for granted like what constitutes a family and what the functions of government are. The ever fast developments in technology have changed "the nature of culture and the cultural exchange". Through the use of computers and satellite communications, people from all around the world can now transmit information and perform economic transactions. Corporations, strong militaries and corporations with economic influence have all participated in the

creation of a form of global culture based on worldwide trade markets. Opposite to what earlier anthropologists believed and imagined, large powerful commercial interests are shaping culture locally and internationally. Cultures in the new perspectives do cross national languages and such proliferation of culture has been in the interest of dominant cultures contributing to the growth of cultural hegemony.

In an article on the role of English in the 21st century, Hasman (2000) focuses on the development of the international marketplace. In this market, manufactured products have one or more manufactured products. Hasman gives the examples of Ford cars and IBM computers. Moreover, more than half of all imports and exports are conducted through transactions between local companies and their foreign affiliates. Companies are increasing their geographic outreach and there are more mergers and joint ventures. As a result, internationalization is forcing companies to conform to the global marketplace, adapt their products to local markets and higher foreign nationals to represent them in their local markets. In addition to all these facets of globalization, it is necessary to add the ever growing international tourism.

Rossiter (2001) strongly maintains that globalization is not a future development that may be rejected or accepted. Rather, it is a process that has already taken place on a very wide scale. It is one "from which - in all but the most catastrophic future scenarios - there can be no going back". In the same article, Rossiter (2002) reports that in an international symposium on globalization he had attended in Paris with other diplomats, academics, trade unionists and representatives of humanitarian agencies with speakers from all around the world, there was agreement on ONE thing: globalization is here to stay.

One last point here is that globalization is not necessarily associated with modern high rise buildings, highly sophisticated surroundings or very attractive appearances. It is, sometimes, a spirit a perception or a way of living and working. Wallraft (2000) made an interesting comment about her visit to David Graddol at the headquarters of the consulting firm the English Company. David Graddol is the writer of the Future of English in addition to a number of widely quoted publications on spread and future of the language. Wallraft comments

> Graddol has a rumpled appearance somewhat at odds with the crisp publications, replete with graphs and pie charts and executive summaries for which he is responsible. Similarly, the appearance of the English Company's offices , located in the ground floor flat of a Victorian house and sparsely furnished with good Arts and Crafts antiques together with some flea market stuff, is amiably out of keeping with sophisticated high tech nature of the consultancy's work. Stuck on the wall above the stove, were four clocks, each captioned with a big letter: M, K, M, A. This was to help the staff remember what time it was in Malaysia, Kazakhstan, Mozambique, and Argentina, the four sites where officials and advisers on how to teach English throughout those countries were taking part in aoline seminar moderated by the English Company

GLOBALIZATION AND AMERICANIZATION

To many people all around the world, globalization has become synonymous to Americanization. Globalization is simply seen as "a system designed to impose the American economic model on the whole world for the sole benefit of the USA and some other rich countries. In fact, a simpler definition of globalization states that it is "the creation of a new world economic system [the American one] and the "G8" nations". Erling (2002) flatly used the term "Mcdonaldsization" of the world as a synonym for globalization.

THE SPREAD OF ENGLISH

Before examining evidence of the spread of English worldwide in commentary, evaluative and reported forms; it may be revealing to look at numbers worldwide showing the place of English in relation to other world languages. The first table (adapted from Fishman 2000) shows in graph form the first ten languages in the world in terms of the number of their native speakers.

Table 1: Major World Languages

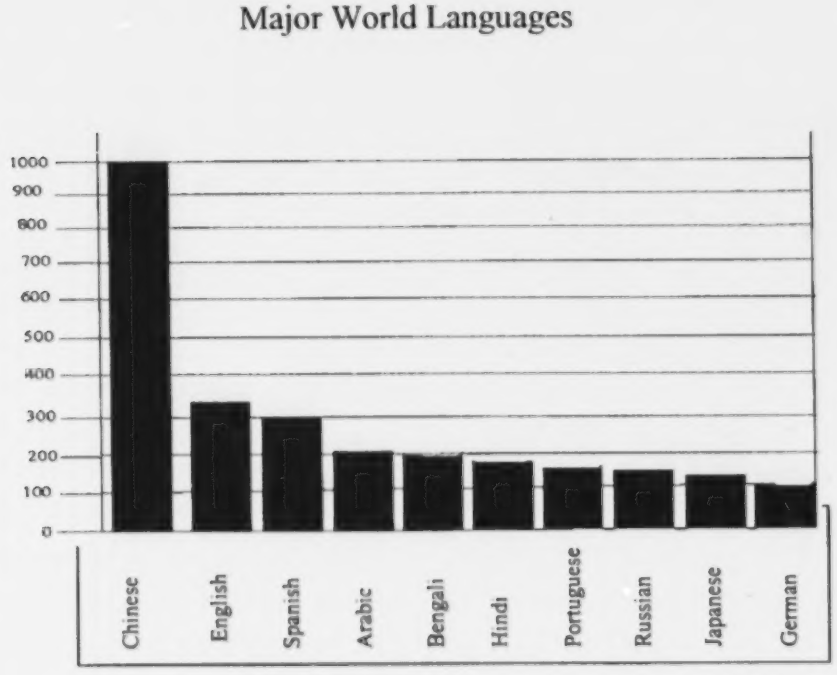
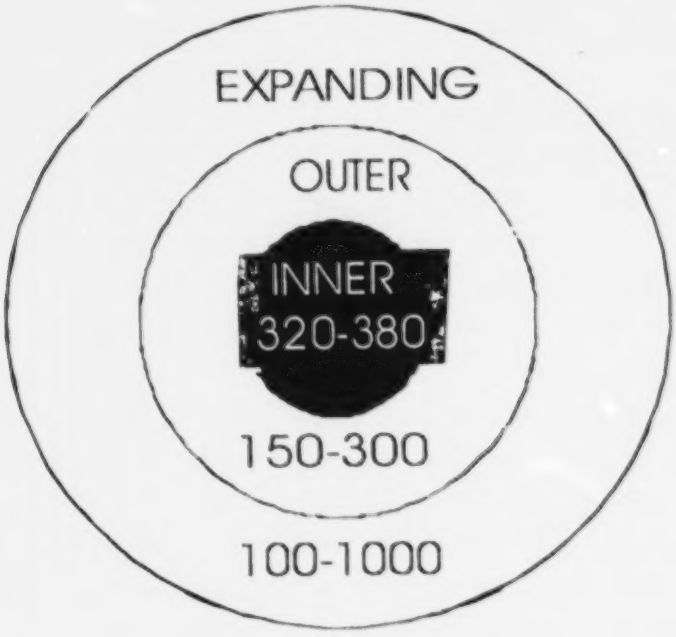


Table I shows that English ranks second among languages of the world as to its number of native speakers. It comes after Chinese which has the greatest number of native speakers.

English is a language with speakers who have acquired it and use it as a second language as in the case of countries like India, Pakistan and Nigeria. Other speakers of the language use it as a foreign language and that is the case of a good number of the countries of the world. Kachru (1985) presented this situation in three circles as shown in Table 2 below. The numbers of speakers are estimates provided by Crystal (1997).

Table II. The Three Circles of English Speakers



The inner circle represents the native speakers of English, the outer circle represents the speakers and users of English as a second language and the expanding circle represents the users of English as a foreign language. The numbers are in millions of speakers and they are, as will be shown later, overexaggerated for the outer and expanding circles.

Table III gives the estimated numbers of speakers for the major 12 languages in the world as attempted by the English Company (engco model), a British consulting firm commissioned for writing the monograph entitled *The Future of English* and as estimated by Grimes in his Ethnologue of (1996). These estimates are reoprted in Graddol (1997)

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Table III Major world languages in millions of first-language speakers according to the engco model and comparative figures from the Ethnologue (Grimes, 1996)

Language	Engco model	Ethnologue	1,123
1	Chinese	1,113	322
2	English	372	236
3	Hindi/Urdu	316	266
4	Spanish	304	202
5	Arabic	201	170
6	Portuguese	165	288
7	Russian	155	189
8	Bengali	125	125
9	Japanese	123	98
10	German	102	72
11	French	70	63
12	Italian	57	47
13	Malay	47	47

How strong and powerful these languages are specially when compared to each other? The power of language is multi-dimensional but the most important elements in that power are the economic and political ones (see Zughoul 2002). Power peaks when the two elements are available for its speakers as in the case of English and the case of the USA and its political and economic hegemony in particular. The following table, taken from Graddol 1997, shows the estimated economic strength languages in $ billions.

Table IV: Estimated economic strength languages in $ billion
(after Ammon, 1995)

1	English	4,271
2	Japanese	1,277
3	German	1,090
4	Russian	801

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5	Spanish	738
6	French	669
7	Chinese	448
8	Arabic	359
9	Italian	302
10	Portuguese	234
11	Dutch	203
12	Hindi / Urdu	102
13	Indonesian	65
14	Danish	60
15	Greek	49

Table lV shows that the number of speakers of a language does not necessarily correlate with its attained economic power. English which the second in its number of native speakers in the world at present occupies the first place in its economic strength, while Chinese which has the highest number of native speakers in the world ranks seventh in its economic strength. German which is the tenth language in the world in its native speakers ranks third in economic strength. Japanese is an excellent example of being a giant in terms of its economic strength, but unlike English and the US, lacks in terms of power in its various dimensions as stated earlier.

How would the linguistic situation in the world look in 50 years? Based on demographic trends analysis as well as on the analysis of other variables such as urbanization and population growth, Graddol (1997) forecasts that the native speaker numbers of the major languages of the world will undergo major changes and there will be new ranking (See Graddol 1997:27). Table V below show the estimates of provided by the engco model for the native speaker numbers of major languages in the year 2050.

Table V: Estimates provided by the engco model of native-speaker numbers for major world languages in 2050 (millions)

1	Chinese	1,384
2	Hindi / Urdu	556
3	English	508

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4	Spanish	486
5	Arabic	482
6	Portuguese	248
7	Bengali	229
8	Russian	132
9	Japanese	108
10	German	91
11	Malay	80
12	French	76

The model developed by the English Company through which Graddol works predicts that in the year 2050, there will be 1,384 million native speakers of Chinese, 556 million of Hindi and Urdu, 486 million of Spanish and and 482 million of Arabic. English will cede second status to the Hindi-Urdu language group.In other words, English will hold fourth place after Chinese, the Hindi-Urdu group, and Arabic. (see Wallraff (2000))

The study of these numbers raises more questions than provide answers. Chinese will remain the first language in the world as to its native speaker. However, the second place will be no more for English . It will be taken by the speakers of Hindi/Urdu. The number of speakers of Spanish and Arabic will jump dramatically.

Is the spread of English purpuseful? For what purposes is English used? Following will be some examples for the use of English from a number of different countries in the world.

In an article entitled "A World Empire by other Means", the Economist (2001) put the spread of English very simply in the following words: 'You will see it on the posters of Cote d'Ivoire, you will hear it in pop songs in Tokyo, you will read it in official documents in Phnom Penh. Deutsche Welle broadcasts in it. Bjork, an Icelander, sings in it. French business schools teach in it. It is the medium of expression in cabinet meetings in Bolivia. Truly, the tongue spoken only by the "low people" people of England ... has come a long way. It is now the global language". In an article entitled "In Europe., Going Global Means, Alas, English", Tagliabue (2002) reports how the European banks and corporations are going global by making English the official corporate language. In the same manner he reports how the merge of the aerospace industries in France, Germany and Spain into one company given the English name Defense and Space Company or EADS and made English its language.

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The national postal service in Germany, Deutsche Post World Net, is increasingly using English as its working Language. The same applies to the Finnish elevator maker Kone, the Italian home appliance maker Merloni Elettrodomestici, the manufacturer of Airbus in Toulouse in France, civil aviation in most countries of the world wide, the German Deutsche Bank, and the Credit Suisse among so many others. Witt(2000) , in the light of Crystal's definition of a global language to be "A Language achieves a genuinely global sense when it develops a special role that is recognized in every country", examines the role of English in the European Union which had 11 official languages before the 11-12 countries that joined lately. Though the Union has a number of official languages, the most important language in the Union is English followed by French then German. EU citizens view English as "an enormously important language". In Education, Witt concludes that only English and French are important foreign languages. In secondary education English is the first foreign language taught in the schools of the EU. In business, the use of English as a lingua franca in the Union due to the "linguistic legacy of the British empire and the indisputable excellence of the US in many technological areas" has been pervasive [3]

Talking the language of globalization, reports that the About Network United Nations, in preparation of its directory of all the delegations represented in new York asked the delegations for the first time about the language in which they prefer to receive correspondence and publications. The delegations had to choose among English, French and Spanish because the other UN languages (Russian, Chinese and Arabic were judged to bee too difficult for word processing, e-mailing and publishing. One hundred and thirty nations or the representatives of 97% of the world population chose English. Thirty six delegations chose French and only nineteen delegations chose Spanish.

French, in an interesting article in the New York Times entitled "To Grandparents, English word Trend Isn't "Naisu", reports that when a young 18 year old Japanese talks about fashion with her friends, she "throws around" English terms engulfed in Japanese pronunciation such as "hippu hangu," or hip hanging jeans, "shadoh" or eye shaddow and "chou naisu gai" or very nice looking guys. These are just a few examples from an increasing list of borrowed terms from English into Japanese in so many different fields. This language is incomprehensible to the older Japanese and it is resulting in a widening communication gap. Chikara Kato, a Japanese professor of linguistics, provides an explanation you would expect to hear in a third world poor country. He says that "We have an inferiority complex over language which has turned into a dangerous longing". For that reason, Japanese youngsters are distancing themselves from Japanese and they favor the use of the English turned Japanese words called "Katakaana".

This spread worldwide has given English the following five main privileges outlined by Coulmas (1992:263-4) depending partly on the work of MaCallen (1989:12-20). This spread which English has been very well documented worldwide in the early work of Fishman, and in the later works of Kachru (1983, 1985, 1986, 1991), Coulmas (1992), MaCallen (1989), Crystal (1997) Graddol and others is attested by these five privileges or trends.

1. English is the most taught foreign language all over the world, and it is the most preferred lingua franca in international circles. It is also in more contact with more languages than any other language in the world.
2. The contact of English with other languages has produced more pidgins than any other contact of any other foreign language with other languages of the world.
3. Over the last 50 years, English has become the best known source of borrowing and loanwords for other languages in the world. English has been shown as the most important loaning language.
4. In Third World countries, English is the language of "higher communication" in the fields of science and technology , government and the law. In industrialized countries, English is reserved for special and specialized patterns of communication in science and technology on one hand and in finance and tourism on the other. English has become an integral part of the communicative functions in Swedish corporations, lecture halls in Dutch universities, stock markets in Zurich and research laboratories in France.
5. English is the target of linguistic change and transformation in language communities all over the world.

Related to these functions English has been privileged to serve is the work of Graddol (1997:8-10) who specified twelve international "domains" of English. These domains are really interesting for they are often quoted by different scholars without the documentation of the details provided and quantified by Graddol depending mainly on the work of Crystal (1997). These domains are:

1. English is the working language of international organizations and conferences. Crystal (1997) reports that about 85% of the international organizations now use English as one of their working languages, 49% use French and fewer than 10% use Arabic , Spanish or German. English is also a major language of financial institution.
2. English is now the "the international currency of science and technology".
3. English is the language of international banking, economic affairs and trade.
4. It is the language of advertising for global brands
5. It is the language of audio-visualcultural-products (e.g. film, TV, popular music).
6. It is the language of international tourism.
7. It is the language of tertiary education
8. It is the language of international safety (e.g. "airspeak", "seaspeak")
9. .It is the language of international law.
10. It is a "relay language" in interpretation and translation.
11. It is the language of technology transfer.
12. It is the language of internet communication.

Because of the importance of the use of English as the language of research and publication, I will include the following two tables taken from Graddol. The first table is revealing and it shows disciplines in which German scholars claim English as their working language. Why German in particular? It is simply because German scholars are very productive and they trend in Germany is to use German.

Table VI: Disciplines in which German academics claim English as their working language

Physics	98%
Chemistry	83%
Biology	81%
Psychology	81%
Maths	78%
Earth Science	76%
Medical Science	72%
Sociology	72%
Philosophy	56%
Forestry	55%
Vet. Science	53%
Economics	48%
Sports Science	40%
Linguistics	35%
Educational	27%
Literature	23%
History	20%
Classics	17%
Theology	12%
Law	8%

Another aspect of special importance is book publishing in different countries of the world. Again, it is included here for its importance. The pie chart (Table VII) below (Graddol 1997) shows the proportion of world's books annually published in each language. Graddol (1997 based on the work of Skudlik (1992) and on the Unesco statistics,) shows that 28% of the world books are published in English compared to 13.3% in Chinese, 11.8% in German, 7.7% in French, 6.75 in Spanish, 5.1% in Japanese, 4.7% in Russian, 4.5% in Portugese, 4.4% in Korean, 4.0% in Italian, 2.4% in Dutch, 1.6% in Swedish and 5.8% the other languages of the world. Britain is the leading country in the world in book publishing with a remarkable figure that reached 101,504 titles published in the year 1996. Graddol also found out that

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English is the most widely used foreign language for book publication: over sixty countries published titles in English. Some disciplines have been more affected by English than others. Physics, for example, has been affected most.

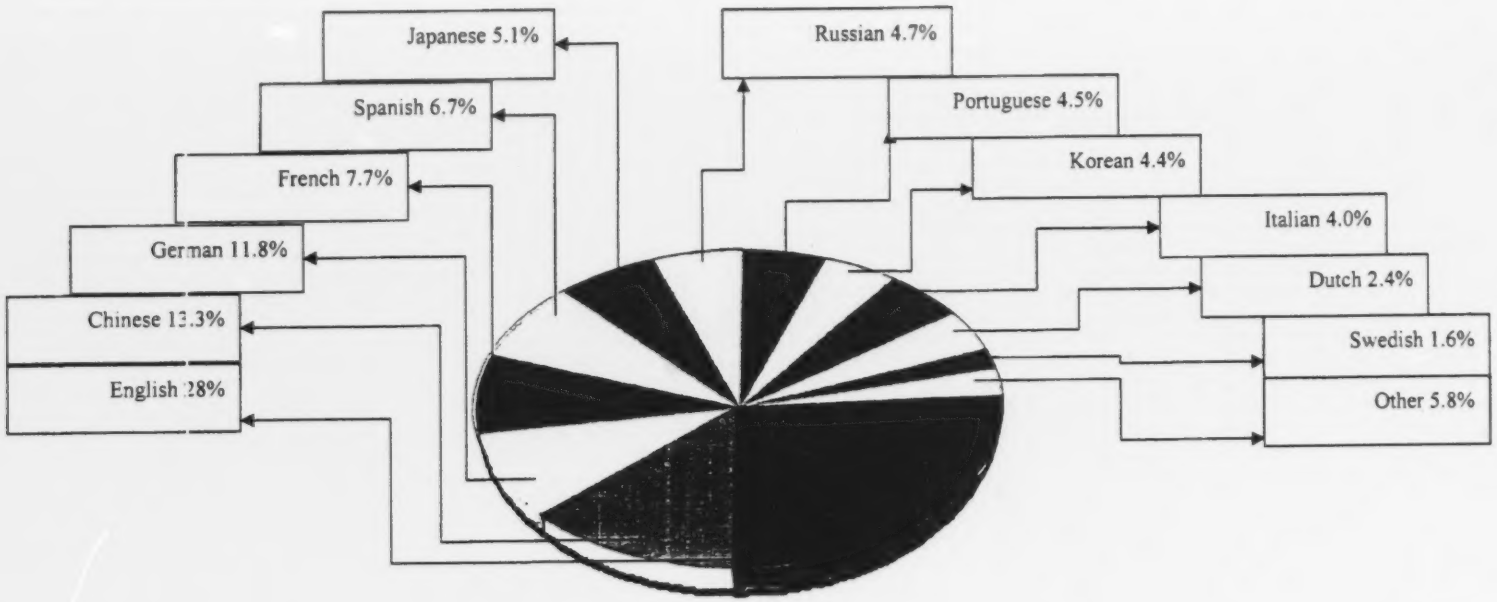

Table VII. (Pie Chart) The proportion of world's books annually published in each language.

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Graddol (2001), based on analyses of demographical statistics, global trends in world economy and world technology and based in his earlier work for the British Council (Graddol 1997), predicted that this spread will continue in the 21st century. The difference , however, is that the speakers of English as a second/foreign/additional language will outnumber those speaking English as a first language.[4]

It is necessary to state at this point that there a few points to be clarified regarding the spread of English which is sometimes attributed, specially by biased scholars, to its inherent structure and capabilities on one hand and to what some of them called "accidentalism".[4] Crystal (1997) flatly asserts that the world status of present day English is a direct result of two factors: British colonialism and the emergence of the US as a strong economic and military power. The latter factor, states Crystal, is what continues to explain the position of English today. As Pennycook (1994) asserts , the American policy was concentrated through a number of organizations, foundations, agencies and departments with their networks on many different fronts with English "carefully interwoven, but rarely as a primary objective."

In a long and comprehensive paper on the politics of English depending on support from illustrative quotations from those representing different points of view, Mair (2001)examines the continuing spread of English asking the question if it is a linguistic result of some historical developments and winning battles in linguistic wars or a result of imperialistic policies followed by the English speaking countries. The dominance of English as Gupta-Basu 1999 in Alexader 2001) maintains is the result of "conscious, coordinated and heavily funded by (Anglo-American) institutional promotion programs, combined with functional, financial and professional incentives for the learners in a world hierarchically ordered and selected. English speaking people dominate all high level political, military, scientific and cultural arenas". Two of the three corollaries of what Mair (2001) called "exploitation theory" are really worth stating. These corollaries are based on the work of Phillipson (1992, 1994), Pennycook (1994, 1998), Skutnab-Kangas and Phillipson (1989).

1. The spread of English has been engineered by powerful British and American interests even after the removal of direct imperial control through systematic and often semi-secret language planning policies.
2. ....
3. The English language is a corrosive influence on individual self esteem and collective cultural identity because it conveys an Anglo-Saxon Western or Judeo-Christian world view alien to the societies or cultures to which English is spreading.

There are a few points that need to be clarified regarding English as a global language to make the discussion of this issue more meaningful.

1. It has become very clear that indeed English has served as the language of globalization. But it should be made clear that English does not only serve as a medium of globalization, it also serves as a tool that facilitates and finally brings about more facets of globalization. It is far easier to occupy a room in this structure if you know the language. Moreover, the continuous talk about the functionalism of English and its relationship to occupational, economic and social mobility as well as the privileges that users of the language can get in terms of prosperity are further contributing to its spread as a language of globalization.

2. The figures and numbers of people speaking English in the world are over exaggerated and many of estimates are politically motivated and can be attributed to one form or another of linguistic and cultural imperialism. The spread of English has created problems of inequity between an elite minority and a majority to serve that minority. Fishman, (1999) in his article entitled "The New Linguistic Order" published in *Foreign Policy,* contends that the spread of English has been closely linked to social class, age, gender and profession. He maintains that

> Just because a wide array of young people around the world may be able to sing along to a new Madonna song does not mean that they can hold a rudimentary conversation in English, or even understand what Madonna is saying. The brief formal educational contact that most learners have with English is too scant to produce lasting literacy, fluency or even comprehension. Indeed, for all the enthusiasm and vitriol generated by grand scale globalization, it is the growth in regional interactions -trade, travel, the spread of religions, interethnic marriages - that touches the widest array of local populations. These interactions promote the spread of regional languages.

In an article on the Web entitled "English: Should it be the Global Language", it is maintained that when Lintas the media marketing company tested 4500 Europeans for "perceived" versus "actual" English language skills competence, "the results were discouraging". The article (maintains that in European countries like France, Spain and Italy, it is estimated that less than three percent had an excellent command of English. It is also estimated that in countries as highly educated and advanced as the Scandinavian countries that only ten percent of the population had excellent knowledge of English [5] . Mishra (2002) asks the question as to who the winners of the of the new wave of the "creation of wealth" are in the Indian context. . He also asks the question as to who will have the power in the new regime of global freedom to buy and sell. Mishra answers both questions saying that in both cases, they are those who can function in English , the language of upper class India. Mirsha estimates those who have functional knowledge of English to be no more than 5% of the population. Those "beneficiaries" relegate the rest of the population --95%-- to the position of "either frustrated consumers with little purchasing power, or mere helpless workers scrambling for minimum wage jobs". There are, no doubt, gross disparities in income, wealth distribution, education, power and these disparities are leading the poor to be poor . In answering the question raised by Mishra earlier, It seems that only those endowed with wealth and power can make the best out of globalization. For that reason, globalization as a process has been and as a system has been strongly opposed

by activist groups in different parts of the world. The Conference of the World Trade Organization in London and Genoa witnessed scenes of police barricades to stop demonstrators and opposition groups. The same scenes were repeated in Seattle in Doha.

3. The learning of English in different parts of the world is an extremely costly operation shouldered by individuals, groups, institutions, government agencies and ministries. Indeed, governments specially in third world countries spend staggering amounts of money and time for the teaching and learning of English. English language teaching is also a flourishing business in the English speaking countries specially when it comes to text book writing, teacher training and consulting. Clark (1996) gives Australia as an example, where international education is the second largest industry after mining. Statistics from the English Language Intensive Courses for Overseas Students Association (ELICOS) indicate that Australian ESL schools received $92 million in tuition fees alone in 1994. ESL students alone spend $269 million on non-tuition expenses. Visiting relatives to these students spend $36 million a year. Clark (1996) asserts that the total revenues generated by ESL is in billions, and much greater revenues are obtained by British educational institutions, EFL/ESL teaching institute, textbook writers and publishers .

Temper (2002), in a very interesting article entitled "The Political Economy of TEFL: A Levy on English as a Native Language Privilege", talks about the "striking inequities" between countries spending staggering amounts of money and time on learning English on one side and the high income English as a Native Language countries (ENL) which spend a minimal amount of money and time on foreign language education. Templer advocates more equitable maodalities to deal with this situation. He advocates subsidizing the skyrocketing bill of of the poorer nations in the world. Templer goes further to propose the establishment of an international EFL levy on ENLP economies to be administered by an international body like UNESCO to help subsidize the budgetory costs needed for TEFL in Public schools and higher education in low income countries. Universities and scientific bodies in ENLP countries are asked in Templer's proposal to pick some of the tab and start paying some of their "overdue linguistic dues" specially in the area of English for Academic Purposes which has huge and mounting expenditure.

A WORD ABOUT THE ENGLISH IN THE ARAB WORLD

In the Arab World in particular, the imposed American cultural influence as represented in all its forms like fashion, music, culture of the young, fast food, entertainment, businesses transactions, internet cafes, television and American ways of living is noticeable in every Arab urban center. The moves towards development, urbanization, modernization all have an American or an American like model. This model could be European or copied through a third party. Language and English language spread is a case in point. The language is getting entrenched in the Arab land specially after the Second Gulf War and the defeat of Iraq, a true representative of Arabism and the use of Arabic. English is occupying more and more room in language use. It is taking more and more territory from the native language. Right after the Second Gulf War, the Kuwaiti government took a decision to start the teaching of English in Kuwaiti public schools in the First Grade at the age of 6-7. This step was followed in a hush hush manner in other Arab Gulf States. Surprisingly, the

same step was taken by the Jordanian Ministry of Education without any serious discussion of the issue.

The spread of English in the Arab world is so clear in the field of higher education. With the exception of Syria who maintained a strong teaching tradition through the medium of Arabic, the schools of science, engineering, medicine and business teach through the medium of English (French in Arab North Africa) or a hybrid variety which uses a blend of English and Arabic (see Zughoul 1985, 2001, 2003). Despite a lot of lip service to Arabization and Arabicization, no laws have been enacted or language plans drawn to be implemented regarding the use of Arabic in Arab universities in any Arab country. In fact there is what can be considered a sharp regression on the use of Arabic in higher education in some Gulf Arab countries. In fact, the Gulf states are witnessing now, under Western pressure in the post September 11 events and the American occupation of Iraq, a return of the "imperialist" "neo-colonialist" English medium education. Zughoul (2003) gave the particular examples of the Higher Colleges of Technology, Zayed University, The Institute of Petroleum Studies in addition to the two American Universities in the United Arab Emirates. The public universities in the UAE, Oman and Qatar are moving fast into a completely English medium instruction where Arabic is relegated secondary status. (see Zughoul 2002).

knowledge of English remains a prerequisite for the better jobs specially in the private sector, and you can hardly come across a leading government official who does not know English. The use of English is being so entrenched in some Arab countries to the point where you feel that Arabic is relegated to a secondary status. The writer of this paper had the experience of living in several different Arab countries and in at least one of them he met Indian nationals who form the majority of the population of that country and who hardly ever know any Arabic. Foreign nationals (Non-Arab, Non-Muslim) live their life long in the Arab country in question working as business men, clerks, accountants , skilled laborers, government employees, company employees, laborers and investor without feeling the need of uttering a single word in Arabic, the supposed language of the land. The writer of this paper has also seen a good number of huge shopping centers and hyper markets in some of the Arab Gulf countries where Arabic is neither spoken nor written and the businesses are mostly run by cheap southeast Asian hands.

In Arab North Africa, and despite the fact that French has had a strong foothold in Tunisia, Algeria and Morocco, it has been retreating and loosing a lot of ground to English. In fact the tendency to what can be termed a shift from French to English in these countries cannot be concealed. The impact English has made on the Tunisian education and on globalization facets in the country has been very well addressed by Daud (2000) and Bahloul (2001). Bahloul (2001) for example concluses that "... the Francophile junta seems to live in constant fear of what Walters (1989) calls the 'seeping spread' of English in Tunisia, a phenomenon which is more difficult to fight than a well defined coercive strategy for linguistic domination". Bahloul rightly maintains that the Islamic fundamentalists would resent the intrusion of English as they had resented the intrusion of French. Bahloul quotes Al-Khatib (1993) who proposes a linguistic strategy for North Africa based on three criteria, the home linguistic environment, the geostrategic context and and the international dimension of some languages. Based on these three elements, Khatib asserts that Arabic should

remain the official language of North Africa, English shuld be taught as a first foreign language, and North Africans should be given the option of learning other foreign languages specially French, Spanish, German and Italian. The linguistic scene is not any different in Morocco. The transition from French to English seems to be a Moroccan government policy. (See Secretary General for Moroccan Minister of Education in Al-bustani et al 1999, and Guedira 1999. see also Siddiqi 1991, and Ben Zahra -Undated)

REACTIONS

English as a global language has not co-existed comfortably with other local languages and English has been viewed as a threatening force to many of the languages of the world and to the cultural identity of different peoples of the world incluing such very strong nations as Japan and Germany. Globalization and the particular use of English as a language for this ongoing process has been viewed as dangerous, imperialistic in spirit and hampering to the freedom of peoples and countries in the world. English is eventually understood in its colonial context and hegemonic tendencies including the arrogance and neocolonial policies of the US. Discussing the place of English in the European Union, Witt (2000) strongly asserts that the situation of English is really peculiar in that no other language has been so important for global communication and at the same time received with outright hostility. The hostile reactions of the speakers of French to the use of English and the intrusion of English terms into Everyday French, for example, at the official, academic and popular levels to English are well known and well documented. Many languages , according to Witt, who has depended on a good number of studies, asserts that there are so many languages in Europe which are undergoing " a process of massive lexical transformation due to loans from English.". German speaking countries have been debating the use of anglicisms in German. English also faced resistance and was unwelcome as a dominant language in some institutions of the European Union.

In a very interesting article on Japanese, Hiyama (2002) maintains that:

> Erecting protectionist barriers against imports is a time -honored tradition in Japan, but this time the country is belatedly putting up a shield against invasion by a foreign linguistic superpower - English.

The Japanese minister of education is concerned because he thinks that the trend of using Anglicisms in Japanese "will erode the traditional beauty of the language. The use of English expressions is perceived as confusing specially for the Japanese who do not know English. The government, however is fighting a losing battle according to Hiyama, "given the inexorable tide of globalization" by a ppointing a panel of experts to meet twice a year to propose a list of Japanese words to replace less familiar English terms.

Another language of a very strong country is expressing a lot of caution towards English.. In February 2001, according to Erling (2001), some German politicians proposed a language purification law because German is being abandoned in favor of the use of more Americanisms. Erling strongly asserts that politicians and academics

fear "the dominance of English". They fear that the spread of English which is increasing will lead to "an erosion on their German identity and the encroachment of a different set of values primarily those of the United States since the American culture is having an impact on business, science and academia". Because Germany is haunted by its past as Erling contends, The German's reaction to the dominance of English has been interpreted by British media as war with the English again. Erling rightly concludes that students and teachers should be made aware of the fact that the act of learning English as a global language is caught up in the discussion of postcolonial relationships and globalization . Students should be encouraged to defend themselves against the hegemonic forces of the Anglo-American culture.

Tahus-Dubrow in an article in the Global Policy Forum, (2002), contends that a large number of the world languages are disappearing or in a state of endangerment. This endangerment results from European colonization of America, the Russification agenda in the 1950s, legislation against minority languages, and above all more recently is the use of English as a global language. Tahus-Dubrow firmly states that

> English, as the linguistic branch of the mighty American empire, has run rampant across the globe, in perhaps the most insidious form of linguistic imperialism: seduction. People want to speak English, because it is the language of advertising, blockbuster movies and pop music, as well as a vital tool for success.

GLOBALIZATION, ENGLISH AND CULTURE

The use of English as a means and as a tool for globalization has contributed to wider spread of the language which is perceived as a threat to cultural identity in different parts of the world. The intrusion of English into the areas of the mother tongues and local languages whether at the levels of language use in education or elsewhere, or at the psychological levels of the consumers of English have had their impacts on the "cultural identity" of different groups world wide even in places where the cultural distance between English and the other culture is not as wide. Discussing this situation in Brazil for example, Corte (2002) gives examples of what she calls "exportation" of American culture through imported products, fashion, technology, business styles, music and films. Brazilians use English proper names, English place names, books and magazines, restaurants, commercial centers, commercial products, computers, politics and business administration fields. For all that, Brazilians, maintains Cote, started perceiving globalization as a threat to their native cultures, and more importantly a threat to their native language, Portuguese. Cote calls for the protection of the traditions and the preservation of the precious treasures of the language. This can be achieved, according to Cote, through being really proud of your language..

In his examination of the perceptions and attitudes towards English in East and South East Asia, Kim (2002) maintains that understanding the role of English as a dominant language in the construction of views of its learners for attitudes towards their own native languages in comparison with English would reveal that these views had social, cultural and ideological implications glorifying the role of English. In fact they tend to look at English in Kim's terms as a " magic wand" and they perceive English to have magical powers that makes it all happen as in fairy tales. These

perceptions of English are well reflected in the national policies of most countries teaching English to a point where the promotion of teaching English is done at the cost of the native languages. Kim asks the key question : Whose magic wand is it?. Depending on Pennycook (1994), Kim answers that that it depends on the degree of access individuals in a country or in a society have to the language. When there is unequal access to the language, and that is really the case, the language becomes "a means of suppression and oppression against those who are not speakers of that language".

An article about globalization and the teaching of English in Turkey (2002) argues that the English language in Turkey is perceived to be the only hope to arrive to the realm of Globalization. Learning English is perceived to be integral and fundamental for any student looking forward to a prosperous career and a happy life. The Turkish student starts to think of his own language at a "lesser" degree of importance. When he is learning the language which he considers superior to his own, he is not himself simply because "it is granted that any student's cultural identity is shaped through his native language". The student in such a case is facing a dilemma: learning a foreign language and still depending of his own native language for his own cultural development and his own ego development. "But what I find more underrated", contends the writer of the article, "is the impossibility to be a person without your native language that you have acquired from your mother". The article draws a very interesting analogy from the area of family relationships and reproductive technology. A child may have a biological or a social mother. Who would be his legal mother then? asks the article. The writer of the article contends that children could be legitimate members of a certain society only when their biological, social or legal mothers are also their **linguistic mothers**. The primacy of the bond between one's native language and his selfhood is attributed to the fact that they are both acquired simultaneously in a "crucially unconcious relationship with mothers that we learn to call "mother" only in the mother's native language". English becomes an umbrella term coveting foreignness opposed to anything inborn, native or domestic.

English in its colonialist and neo-colonialist perspective has been a killer language. It has put to death and could not tolerate any of the languages surrounding it. It all started at home before it was put to practice in the conquered lands. The question of how the Irish and the Welsh were stripped off their language and culture is a living example today though hushed to silence. English, through the WASP leadership of the "land of freedom" did the same thing to most native American languages as well as the language of Hawaii. One of the worst examples of English as a killer comes from Australia, where the rate of language death has been one of the highest in the world.

The reaction is much more vehement in so many countries and cultures which experienced colonialism and all it entails in terms of suppression, enslavement, playing havoc with identity and self esteem aside from robbing countries of their wealth. Following are just examples of these vehement reactions which represent strong feelings of ambivalence towards the colonizer and the English language in particular.

> Let us be clear that the English language has been a monumental force and institution of oppression and rabid exploitation throughout 400 years of

imperialist history. It attacked the black person who spoke it with its racist images and imperialist message; it battered the worker who toiled as its words expressed the parameters of his misery and the subjection of entire peoples in all the continents of the world. It was made to scorn the languages it sought to replace, and told the colonised peoples that mimicry of its primacy among languages was a necessary badge of their social mobility as well as their continued humiliation and subjection. Thus, when we talk of 'mastery' of the Standard language, we must be conscious of the terrible irony of the world, that the English language itself was the language of the master, the carrier of his arrogance and brutality. Yet, as teachers, we seek to grasp the same language and give it a new content, to de-colonise its words, to de-mystify its meaning, and as workers talking over our, own factory and giving our machines new lives, marking it a vehicle for liberation, consciousness and love, to rip out its class assumptions, its racism and appalling degradation of women, to make it truly common, to recreate it as a weapon for the freedom and understanding of our people. (Searle 1983, quoted in Pennycook 1994: 308-9)

De-mystifying the meanings of English, de-colonizing its words and "de-anglicizing" it are measures that the Kenyan sociolinguist, Ali Mazrui (1975, 1997) has been calling for. In his earlier paper, Mazrui criticized the Western attitudes of equating intellectuality with knowledge of English for the black African and he coined such provocative terms as "Afro-Saxons", "Indo-Saxons" and "Black Europeans". In the Latter paper, Mazrui resents the wide scale use of English and calls for a larger use of African Languages as media of instruction. Mazrui maintains:

> The European languages in which Africans are taught are important sources of intellectual control. They aid the World Bank's efforts to enable Africans to learn only that which promotes the agenda of international capitalism. Partly because of this Euro-linguistic policy, intellectual self-determination in Africa has become more difficult. And, for the time being, the prospects of genuine intellectual revolution in Africa may depend in no small measure on a genuine educational revolution that involves, at the same time, a widespread use of African languages as media of instruction (Mazrui 1997:

The cultural implications of colonialism have been well addressed by the African writer Ngugi Wa Thiong'o in his famous essay "The Language of African Literature" (see Alexander 2000). This essay, attains Alexander (2000), is "one of the most passionate denunciations of the cultural implications of colonialism and imperialism. Ngugi (1994 as quoted by Alexander 2002) maintains that

> The real aim of colonialism was to control the people's wealth ... but economic and political control can never be complete or effective without mental control. To control a people's culture is to control their tools of self definition in relationship to others. For colonialism, this involved two aspects of the same process: the destruction or the deliberate undervaluing of a people's culture, their art, their dances, religions, history, geography, education, orature and literature, and the conscious elevation of the language of the colonizer. The domination of a people's language by the language of the colonizing nations was crucial to the domination of the mental universe of the colonized.

The "mental control" of colonialism is exercised more on the young than the old and it is producing features that are really "universal" or "global". In his novel entitled Devil on the Cross, Ngugi (quoted by Mair 2001) voices his resentment of the linguistic practices that are universal and common in ex-colonies using European languages through one Gatuiria, one of his characters in the novel.

> Gatuiria spoke Gikuyu like many educated people in Kenya - people who stutter like babies when speaking their national languages but conduct fluent conversations in foreign languages. The only difference was that Gatuiria was at least aware that the slavery of language is the slavery of the mind and nothing to be proud of.
> 'Your argument, sorry, your discussion ... Excuse me ... ' Gatuiria paused again'.

Ngugi (1986:32 quoted in Mair 2001) presents the situation of the Kenyan languages in comparison to European languages in a interesting and informative manner. He believes that he should write in the Kenyan African language Gikuyu. This is a part and parcel of of anti-imperialist struggle of Africans and Kenyans for their freedom. In schools and universities, contends Ngugi, the Kenyan and African languages were associated with negative qualities of "backwardness, underdevelopment, humiliation and punishment. In the school system, the African is meant to graduate with a "hatred of the people and the culture and the values of the language of our daily humiliation and punishment". The African writer asserts that he does not want to see Kenyan children growing up in that imperialistic tradition of "contempt for the tools of communication developed by their communities and their history". He wants them to "transcend colonial alienation".

In his book "Detained! A Writer's Prison Diary (1981 quoted in Mair 2001), Ngugi points at another "universal" feature of the speech of those in the ex-colonies when speaking European languages in comparison with their native language. It is shocking to see what Ngugi is talking about in the Kenyan-African context is so applicable else where. He says:

> Men at the top will fume in fury at fellow Africans who mispronounce English but will laugh with pride at their own inability to speak a single correct sentence in their own African languages. In some government departments, the ability to speak the Queen's English, exactly like an upper class English gentleman, is the sole criterion for employment and promotion.

IMPLICATIONS

It is apparent from the foregoing discussion of globalization and the spread of English that there are changing needs for the language worldwide in general and in the Arab World in particular. English used to be taught as a school subject aiming at broadening the horizon of the student and familiarizing him with another culture. It also aimed at training his mind in the learning of another language. While these may still be valid reasons for teaching the language, they have been superseded by the overriding purpose of teaching the language for pragmatic reasons that can be directly linked the learner's 21st century needs The strong pragmatic base for teaching the

language now, necessitates a re-examination English language pedagogy while having the different facets of globalization in mind.

At the outset, it should be asserted that one major threat of globalization that has been expressed by people from different cultures including some Western countries is the impact it may leave on the individual's culture and identity. In fact, so many have expressed their fear of being "assimilated" into a melting global pot where they would acquire new values, new habits, new loyalties and consequently would lose their identity in the process. One of our major preoccupations in the teaching of English in *this era of globalization* is to be fully aware of the fact that the student's identity and culture are shaped through his own language and culture first, *through his* own mother tongue specially in the formative years of his age. The solid foundation of mother tongue teaching, specially in the formative years is very much like building up immunity against all what may intrude to the core of the learner's identity. It follows that that the next step is the continuous consolidation of the Arab Muslim culture. This consolidation is achieved , in addition to the contribution of so many different tributaries, by exercising caution on the materials to be included in the foreign language classroom. Zughoul (1999) asserts that " content that portrays Western institutions, values or lifestyle as ideals to be emulated should be avoided". Foreign culture is to be taught in the contexts of contrast where the target culture is different from the local culture but definitely not superior. AbuTalib (1998) put the issue in context in his "colourlocally yours" when he affirmed that what is actually needed is "re-environmentalization of the syllabus .... when you become like others, you no longer deserve to exist.".

The Globalization /Americanization of the world is a steady going systematic process pushed by Anglo-American agencies which have no respect or regard whatsoever for the cultures of the others. America seems to have a unilateral vision in this connection and it would like to see the whole world tailing behind. It is so obvious that one special target for the Americans, for reason that have become known, is the Arab world. The "globalization" campaigns in their American version are always easily justified when it comes to the Arab world. American alliances with other powers in the world can be understood sometimes within this framework. The Spanish zeal for beating the drums of war against Iraq are difficult to understand ouside the context of animosity to the Arab identity and the Spanish conflict with Morocco. What is meant here is that it is beyond doubt that the Arab-Muslim identity is targeted

In a recent Newsletter editorial, Zaki contends that a fundamental objective for the teaching of English in Morocco is to "empower students to talk about their own culture and to open unto other cultures". Zaki perceives this a challenge to teachers and their teaching skills, pedagogical approaches, and t their attitude towards the cultural values they have associated with the English language and their culture. In the face of the hegemonic character of English, the need to empower the learner to build more confidence in his culture through his exposure to another.

It follows from the argument for the consolidation of the native language and culture, Arabic in the face of the flat hegemonic tendencies of English that the place of English in the Arab World should always be that of a Foreign language. Teaching

English as a second language anywhere in the Arab World would give it a freehand to intrude into the territory of Arabic and such a practice will have its impact on identity and culture. It will also impede the development of the Arabic language and its wide scale use in different fields of life. I would nor call that a protectionist measure as much as I would call it a sound policy related to the sovereignty of the State.

Globalization has made English an international language. People will be no more restricted to communicate with native speakers of English; they will be communicating with a large number of people speaking varieties where the precise pronunciation of the two most known varieties that served as models for school English, namely British and American English is not as much an asset as it used to be. As Erling (2001) maintains, students need to be taught tolerance towards the different varieties of English specially in pronunciation. They also need to be "alerted to lexical variety within standard Englishes and shown how English can express cultural identity which is not that of an English or American culture."

The perception of English as an International language necessitates shift of emphasis in pedagogy that have been realized by a scholars in different countries. Based on the extensive work of Larry E Smith (1978, 1983) and Nunan (1999), Talebinezhad and Aliakbari (2001) looked into English as an International Language (EIL) as the proper model for teaching English in the era of globalization. The two writers surveyed a number of assumptions central to EIL as an approach to language learning. These have included the assumption that EIL is descriptive (not prescriptive), reformative (reflect international functions of English with greater accuracy than EFl or ESl), unpredictable interactors (interactors are nationals from different countries), intervariatal (EIL is an intervariatal - different varieties - way of communication), functional (differs from Basic English and ESP, not limited to a specific domain) non-artificial (not like Esperanto, it is natural), cross cultural (objectives of IEI. is broader cross cultural communication), multicultural (multicultural perspective), universal (English is used most frequently in different fields) intercultural (crosses the boundaries of variety and culture) native and non-native speakers need training in EIL (unlike ESL or EFL). Though a number of these assumptions cannot stand the real test of differentiating EIL from EFL/ESL but they are worth exploring in a pedagogy of English..

The problem with this approach to English as an International Language, however, is that it has a number of claims that are so hard to take. Talelbinezhad and Aliakbari (2001) conclude by stating that English should not be considered the property of its native speakers because it has already grown into a world property. He also concludes that because of the heterogeneity of non-native speakers and the diversity of native speakers, the native speakers cannot impose their culture. Both conclusions are misleading, because English remains the property of the US and Britain on one hand and it remains hegemonic, imperialistic and unilateral in its vision.

Shifts of emphasis need to be made in the teaching of English skills specially in reading and writing. Warschauer (2000), based on the work of Reinking (1998) Snuder (1998) and Tapscott (1998), rightly contends that the practices in the skill of reading, specially among young people who grew up with computers, are shifting from the page to the screen. This shift requires different psycholinguistic processes which are related to decoding information from the screen instead of the page

specially when this is done at the click of a mouse. This necessitates changes in the teaching reading sub-skills such as skimming, guessing words from a context and scanning. Of special importance is the combination of texts with graphics, images and audiovisual content to convey a message.

Reading from the screen is considered to be less passive act of decoding from a single "authoritative author and more a self conscious act of creating knowledge from a variety of sources" . Warschauer (2000) lists a number of skills central to the ability to read from the screen These are:

-Finding the information to read in the first place (through Internet searches, etc)
-Rapidly evaluating the source the source, credibility, and timeliness of information once it has been located
-Rapidly making navigational decisions as to whether to read the current page of information, pursue links internal or external to the page, or revert back to further searching
-Making on-the-spot decisions about ways to save or catalogue parts of the information on the page or the complete page
-Organizing and keeping track of electronic information that has been saved

Other changes need to be made regarding the skill of writing The writing skill has been given little emphasis world wide. When it is given emphasis, that emphasis comes in the framework of "putting on paper grammatically correct sentences. This was sufficient to the learner before the information revolution of the 1970s. Warschauer, based on the work of the American Management Association International (1998), contends that the rise of informationalism and the widespread use of computers and the internet calls the need for effective written communication. The following writing sub-skills are needed:

Integrating texts, graphics and audio-visual material into a multimedia presentation
Writing effectively in hypertext genres
Using internal and external links to communicate a message well
Writing for particular audience when the audience is unknown readers on the World Wide Web
Using effective pragmatic strategies in various circumstances of computer-mediated communication (including one-to-one email, email discussion lists, and various forms of synchronous real time communication).

An important aspect in teaching any foreign language is the curriculum and the major principles according to which the curriculum is drawn. In his attempts to propose reforms for curriculum of the EFL which would serve as a blueprint for English education in the 21st century, Kim (1997) contends that any reform for curriculum can make use of the experience of other countries in the world selectively. He lists the following seven underlying concepts for TEFL curriculum design taken from the curriculums of other countries. They are:

1. learner centered curriculum
2. communicatively designed

3. proficiency based approach
4. integration of the four skills from the beginning of instruction
5. connecting EFL instruction with other disciplines
6. fostering a high level of intellectual functions
7. flexible and eclectic way of presenting contents

Kim (1997) also presented the guiding principles of the foreign language curriculum (called World Languages curriculum) of the state of Massachusetts which he considers one of the best designed and detailed models. The guiding principles are the following:

1. It is an essential part of all students' education.
2. All students should be able to read, write, and converse in at least one language other than English.
3. World Languages programs should start in kindergarten and continue uninterrupted through grade 12 and beyond (It should be noted here that the curriculum is talking about EUROPEAN LANGUAGES)
4. The primary goal of World Languages Program is communicative proficiency.
5. World Languages programs should reflect the developmental nature of language acquisition.
6. The program should integrate studying with experiences of the culture in which the target language is used.
7. The World Languages discipline connects with all other disciplines
8. The learner is at the center of effective World languages instruction.

It would be revealing to examine the official version of the British National Curriculum of Foreign language education in its two versions; the 1991 and then the 1999 which clearly refers to internationalism. (see Mitchell 2003). The following eight points make the rationale statement for the 1999 curriculum:

1. To develop the ability to use the language effectively for purposes of practical communication.
2. To form a sound base of the skills, language attitudes required for further study, work and leisure.
3. To offer insights into the culture and civilization of the countries where the language is spoken.
4. To develop an awareness of the nature of language and language learning.
5. To provide enjoyment and intellectual stimulation.
6. To encourage positive attitudes to FL learning and to speakers of foreign languages and a sympathetic approach to other cultures and civilizations.
.7. To promote learning skills of more general application (e.g. analysis, memorising, drawing of inferences.
8. To develop pupils' understanding of themselves and their own culture.

The 1999 version has stated the rationale in terms that are different and with some changes. It reads as follows (see Mitchell 2003):

Through the study of a foreign language, pupils understand and

appreciatedifferent countries, cultures, people and communities -- and as they do so, begin to think of themselves as citizens of the world as well as the UK. Pupils also learn about the basic structures of language. They explore the similarities and differences between the foreign language they are learning and English , or another language, and learn how language can be manipulated and applied in different ways. Their listening, reading and memory skills improve, and their speaking and writing become more accurate. The development of these skills, together with pupils' knowledge and understanding of the structure of language, lay the foundation for future study of other languages.

Globalization will have its particular impact on the area of language testing. Jacbs (2001) addresses the issue of the impact of globalization on testing and specifies a number of factors influencing test design. First of these is the trend of using the keyboard instead of pens and pencils for most writing tasks at work or at school. Second is that spelling will not matter anymore because of the spell checkers. The third is that the test taker may have to travel to the test centers where the extensive compute facilities are rather than wait for the tests to come to him. The fourth is that texts of reading need to be broadly suitable for all cultures. Jacobs calls for more research into how people read from the Web.

The teaching of English in the era of globalization has put more demands on the teacher of English. In his report about MATE 21st Annual Conference on the theme "local and global issues", Bouziane (2001) reports that one of the teaching issues treated in the conference is the Moroccan teacher of English concluding that teachers play an important role in increasing the student's motivation. Two speakes in the conference called for innovation: Ayat Ali proposed a shift from knowing to doing in order to bridge the gap between the kind of training given by the Moroccan educational system and the requirements of the job market. The other, Ouaakrroush calls for excellence in education with reference to the seven Ss (Strategy, Structure, System, Staff, Skills, Style, and Shared Values). Altan (undated) stresses that all teachers need global knowledge through field experience, semesters abroad, internships, and student and faculty exchange programs. Altan suggests that SIGs should be organized to conduct research, develop instructional strategies, overcome stereotypes, disseminate ideas, arrange workshops and seminars, make teaching relevant to world realities, link ELT professionals worldwide, and establish links with professional association. Finally, Altan proposes that pre-service and in-service programs treat such global issues as war, peace, human rights, environment, hunger, social issues like ethnocentrism, racism, prejudice, violence, poverty, and social inequality. They need to grow ideals such as respect for diversity, global awareness, social responsibility, cultural understanding, tolerance, social justice and world citizenship.

The field of restricted forms of English could prove being of real use for a variety of purposes. Restricted forms of English include both "simplified English" and English for Special purposes". Wallraff (2000) gives the example of the Special English which the Voice of America started forty years ago and employed part time eversince. Special English has a vocabulary of about 1500 words. Wallraff compares that with the fact the American Heritage Dictionary contains 200,000 words and Oxford English Dictionary contains about 750,000 words.. Much more important than

Simplified English is English for special purposes which has been proven as a success world wide. Some Esp programs, specially those that target professionals in different field, have received international recognition, Wallraff (2001) gives three world known examples: Seaspeak used by ships' pilots around the world, SMCP or Standard Marine Communication Phrases, a supplement for Seaspeak, and Airspeak which is used by airplane pilots and air traffic controllers. ESP has been a success worldwide and more programs that target professionals in the Arab world are needed.

CONCLUSIONS

Globalization is a process that has been supported, enhanced, pushed and made dominant by the Anglo-American hegemony which is taking so many different forms worldwide. The language of this process is, no doubt, English and without any form of competition by other languages at present. This phenomenon has been perceived as a threat to local identities and cultures even by very strong nations like Japan and Germany as shown in this paper. The Arab culture in particular, for political reasons related to East-West relations is more threatened than other cultures and identities. The hegemonic and imperialistic nature of English is sometimes masked by native and foreign scholars alike for obvious reasons chief among which is the political reason. or the lack of political awareness on the part of the scholars writing about globalization and the teaching of English. English is not, as many of those scholars claim, a property of the world and it is at the same time being imposed as a culture on people all around the world in the form of Americanization.

The Arab world needs English to communicate with the world and it needs English for development in its widest sense. Teaching this language for these purposes and in these circumstances necessitates some changes in approach, perception, methodology and curriculum at large. These changes stress the consolidation of the mother tongue teaching, stressing localizing the content and making it relevant to the learner, keeping the status of English in the Arab countries as a foreign language language and making the best of what other countries proposed in their foreign language teaching policies.

Finally, the planners for English language teaching should always keep in mind that the supremacy of English is not going to last forever. The changes in the demographic structure of the world in no more than fifty years from now is projected to have lasting impacts on English. The rise of a competing super power can also change the situation in no time. The collapse of the Soviet Union was a prime factor in the decline of Russian and the rise of another superpower will do the same for the promotion of a new global tongue. It is revealing to end up with the following quotation from Fishman's paper on "Linguistic Order". Fishman maintains:

> There is no reason to assume that English will always be necessary, as it is today, for technology, higher education, and social mobility, particularly after its regional rivals experience their own growth spurts. Civilization is not sink into the sea if and when that happens. The decline of French from its peak of influence has not irreparably harmed art, music, or diplomacy. The similar decline of German has not harmed the exact sciences. Ancient Greek, Aramaic, Latin, and Sanskrit ----once world languages responding military might, sophistication, commerce, and spirituality --- are mere relics in the modern

world. The might of English will not long outlive the technical, commercial, and military ascendancy of its Anglo-American power base, particularly if a stronger power arises to challenge it

Footnotes

1. This paper was given as a keynote presentation at the 23rd Annual Convention of the Moroccan Association of Teachers of English (MATE) which was held in Fez, Morocco, May 2003.

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2. The article also lists three scholars who have addressed the impacts and facets of the globalization. They are Marshal MacLuhan, R. Buckminister Fuller, and George B. Schaller

3. Witt (2000) stresses the point that despite the wide scale use of English in the Union, English cannot be considered "global" in the Union in a hegemonic sense.

4. Al-Barakat (1996) was baffled at the acclaimed ignorance of such distinguished scholar as Widdowson (1982) attributing the spread of English to accidentalism and Smith (1983) implying that political influence and wealth are not behind the spread of English.

5. This result is a sharp contrast to estimate of the number of speakers of English in the outer and expanding circles.

6. The same study is referred to in an article by Wallraft (2000), the Second Part.(see References above) Wallraft (2000) maintains that the study was reported by Richard Parker in his book *Mixed Signals: The Prospects for Global Television News*.

7. In his paper, Bahloul relied heavily on a study conducted by Keith Walters on the spread of English in Tunisia. Keith Walters (1998) "New Year Happy" in Bahloul, Jabeyr English in North Africa.

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